
HOUSE BILL 2339

State of Washington 60th Legislature 2007 Regular Session

By Representatives Haigh, Quall, Ormsby, Fromhold, Kessler, Kenney, Santos, Wood and Conway

Read first time 02/21/2007. Referred to Committee on Education.

1 AN ACT Relating to establishing a system to support a comprehensive
2 mathematics and science improvement initiative; amending RCW
3 28A.310.350; adding new sections to chapter 28A.415 RCW; and repealing
4 RCW 28A.300.350.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** Sections 1 through 4 of this act represent
7 core components of a comprehensive initiative to improve mathematics
8 and science education and achievement. The initiative focuses on:

9 (1) A regional delivery system to provide professional development
10 and support to schools and school districts through the educational
11 service districts;

12 (2) A tiered support system that provides resources, services,
13 assistance, and intervention for schools and districts, depending on
14 their levels of need;

15 (3) Leveraging existing public and private resources and district-
16 initiated activities; and

17 (4) Accountability through outcome-oriented performance agreements,
18 contracts, reporting, and data collection.

1 NEW SECTION. **Sec. 2.** (1) The mathematics and science improvement
2 initiative shall provide the capacity and resources for educational
3 service districts, school districts, and schools to conduct a broad
4 range of activities, depending on the level of need and priority of the
5 school or district. The focus of the initiative is on building and
6 enhancing the quality of mathematics and science instruction.

7 (2) Activities supported by the initiative include, but are not
8 limited to:

9 (a) Targeted professional development in content knowledge,
10 content-specific pedagogy, differentiated instruction, effective
11 teaching strategies, learning modules, and mathematics and science
12 standards and curriculum;

13 (b) Use and analysis of diagnostic assessments and other data on
14 student achievement to improve instruction;

15 (c) Curriculum alignment and development or purchase of
16 supplemental materials;

17 (d) Integration of technology; and

18 (e) Mentors and instructional coaches.

19 NEW SECTION. **Sec. 3.** Resources for the mathematics and science
20 improvement initiative shall be provided through educational service
21 districts to schools and school districts based on a tiered support
22 system. The legislature's intent is that resources from the
23 mathematics and science improvement initiative are provided over a
24 four-year period.

25 (1) Tier one: Initiative grants. School districts may apply on a
26 competitive basis to their educational service district for grants to
27 support activities to improve mathematics and science instruction. A
28 district may contract with the educational service district for
29 services, use the grant for district-initiated activities, or both.
30 Tier one districts must demonstrate how district resources and
31 resources from public-private partnerships shall be used to leverage
32 the grant funds. Tier one grant recipients must identify measurable
33 outcomes from the activities supported by the grant and report results
34 in a prescribed format, including student achievement data from
35 designated diagnostic assessments.

36 (2) Tier two: Improvement agreements. School districts may work
37 with educational service districts to plan, develop, and implement a

1 mathematics and science improvement initiative tailored to the needs of
2 the district. The educational service district and the school district
3 shall develop a joint agreement that identifies the services and
4 support to be provided by the educational service district, the
5 activities to be conducted by the district using improvement agreement
6 funds, and the expected measurable outcomes from the activities.
7 Recipients of funds under a tier two improvement agreement must report
8 results of the activities supported by the agreement in a prescribed
9 format, including student achievement data from designated diagnostic
10 assessments.

11 (3) Tier three: Intensive intervention and support. School
12 districts and schools with low student performance in mathematics or
13 science as identified by the superintendent of public instruction under
14 section 5 of this act are eligible for intensive intervention and
15 support coordinated by the educational service district. School
16 districts or individual schools may receive tier three support.
17 Recipients of funds under tier three support must:

18 (a) Participate in an audit of the mathematics or science
19 instructional delivery system, including policies and practices,
20 curriculum alignment, teacher pedagogy and content knowledge, and
21 assessment of overall climate and practice compared to best practices;

22 (b) Develop, with assistance from the educational service district,
23 a school or district intervention plan that focuses on areas of highest
24 need and provides intensive professional development in those areas;

25 (c) Use the services of an intervention team that includes a
26 trained and experienced facilitator and mathematics or science
27 instructional coaches to provide job-embedded professional development;
28 and

29 (d) Identify measurable outcomes from the activities supported by
30 the grant and report results in a prescribed format, including student
31 achievement data from designated diagnostic assessments.

32 NEW SECTION. **Sec. 4.** (1) Educational service districts shall
33 develop and maintain the capacity to provide administrative,
34 professional development, technical assistance, and intervention
35 services under the mathematics and science improvement initiative to
36 support school districts as required under section 3 of this act,
37 including:

1 (a) Administering, reviewing, and monitoring grants for tier one
2 grant recipients and providing contracted services;

3 (b) Developing, administering, and monitoring tier two improvement
4 agreements and providing support and services under the terms of the
5 agreements; and

6 (c) Coordinating and providing the intensive intervention and
7 support for tier three schools and districts, including the
8 instructional audit, intervention plan, and intervention team.

9 (2) Educational service districts shall also:

10 (a) Develop public-private partnerships and seek external grants
11 and funds to leverage the state resources provided to support the
12 mathematics and science improvement initiative;

13 (b) Collect, compile, and disseminate data and information about
14 the activities and outcomes under the initiative, including student
15 achievement data from designated diagnostic assessments; and

16 (c) Develop appropriate reporting and monitoring procedures to
17 ensure accountability for the use of funds distributed to school
18 districts through the tiered support system and for the achievement of
19 desired outcomes.

20 NEW SECTION. **Sec. 5.** In support of the mathematics and science
21 improvement initiative, the office of the superintendent of public
22 instruction shall:

23 (1) In collaboration with the educational service districts,
24 develop a methodology for distributing funds appropriated for
25 activities under the tiered support system among the educational
26 service districts and among the three tiers of support. The
27 methodology shall take into account the anticipated demand and need for
28 services by school districts in each tier and the size of those school
29 districts. The methodology shall also reflect a higher priority and
30 greater need for support and resources for schools and districts in
31 tier three;

32 (2) Develop guidelines for educational service districts in
33 administering grants, developing district improvement agreements, and
34 implementing intensive intervention and support services. The
35 guidelines shall not require all educational service districts to
36 follow the same procedures in all circumstances, but shall ensure

1 general equity for school districts across the state in how the
2 districts may access resources under the initiative and the activities
3 and services that are provided by the educational service districts;

4 (3) Identify the schools and school districts eligible for tier
5 three intensive intervention and support, based on low student
6 performance in mathematics and science. Tier three schools and
7 districts shall not be participating in other state or federal school
8 improvement assistance programs. To the maximum extent possible, the
9 identification of and the intensive intervention services provided to
10 tier three schools and districts shall align with the accountability
11 plan developed by the state board of education; and

12 (4) In collaboration with the educational service districts,
13 develop guidelines and a common reporting format for collecting data
14 and information about the activities and outcomes under the initiative
15 and designate one or more common diagnostic assessments for districts
16 to use in reporting and monitoring student achievement.

17 **Sec. 6.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each amended
18 to read as follows:

19 The basic core services and cost upon which educational service
20 districts are budgeted shall include, but not be limited to, the
21 following:

22 (1) Educational service district administration and facilities such
23 as office space, maintenance and utilities;

24 (2) Cooperative administrative services such as assistance in
25 carrying out procedures to abolish sex and race bias in school
26 programs, fiscal services, grants management services, special
27 education services and transportation services;

28 (3) Personnel services such as certification/registration services;

29 (4) Learning resource services such as audio visual aids;

30 (5) Cooperative curriculum services such as health promotion and
31 health education services, in-service training, workshops and
32 assessment; (~~and~~)

33 (6) Capacity to provide services to support the mathematics and
34 science improvement initiative under sections 1 through 5 of this act;
35 and

36 (7) Special needs of local education agencies.

1 NEW SECTION. **Sec. 7.** RCW 28A.300.350 (Excellence in mathematics
2 training program) and 1999 c 347 s 2 are each repealed.

3 NEW SECTION. **Sec. 8.** Sections 1 through 5 of this act are each
4 added to chapter 28A.415 RCW under the subchapter heading "mathematics
5 and science improvement initiative."

--- END ---